DOCUMENT RESUME

ED 440 944 SP 039 180

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TITLE Addressing Teacher Supply and Demand by Increasing the Success of First-Year Teachers.
PUB DATE 2000-02-28
NOTE 34p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-29, 2000).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teachers; Elementary Secondary Education; Higher Education; Interpersonal Competence; Preservice Teacher Education; *Teacher Characteristics; *Teacher Student Relationship; *Teacher Supply and Demand; Teamwork
IDENTIFIERS Tennessee; Texas

ABSTRACT

This study was designed to clarify beginning teacher characteristics and training that are important for success in various types of school districts. Researchers administered a questionnaire to Texas and Tennessee school personnel. Respondents ranked items in terms of importance, focusing on four categories: personal characteristics, student interaction, group characteristics, and preparation (training areas). Enthusiasm was ranked the most desired personal characteristic for beginning teachers by both groups. Texas respondents deemed empathy the most important student interaction characteristic for teachers, while Tennessee respondents considered child-centeredness and motivation of students the most important interaction characteristics. Texas respondents viewed teamsmanship and cooperation as the most important group interaction characteristics, while Tennessee respondents considered interpersonal skills and teamsmanship the most important group interaction characteristics. In both states, content area, behavior management, and child development were the most desired areas for beginning teacher expertise. In both states, diversity and collaboration were only seen as moderately important. (Contains 48 references.) (SM)

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ED 440 944

Addressing Teacher Supply and Demand by Increasing the Success of First-Year Teachers

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Chicago, IL

February 28, 2000

SP039180

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Addressing Teacher Supply and Demand by Increasing the Success of First-Year Teachers

America's need for teachers is at a critical level and may reach epidemic proportions in the coming decade (Riley, 1999). It has been estimated that the number of new teachers needed could be as great as 2 million in the next several years. California alone will be hiring more than 370,000 new teachers. (ASCD, 1999; TeachInUSA, 1999).

This teacher shortage cuts across all teaching fields and geographic areas. The Texas Education Agency has identified mathematics, science, special education, languages, bilingual, and technology as areas of particular shortages (TCTA, 1999). Minnesota will experience significant shortages in physical sciences, math, industrial arts and home economics according to the Center for School Change (1999).

The reasons for these shortages are varied. Certainly a sharp rise in teachers reaching retirement age is one factor. The Public Education Forum of Mississippi found that Mississippi teachers are retiring or leaving the profession at a faster rate than new teachers are entering the State's classrooms. With a lowering of the retirement age, a graying of the work force, and more incentives for retiring, these numbers will continue to increase.

Yet, retirements are just one factor in the teacher shortage picture. The Center for School Change found that two-thirds of teachers leave their jobs for reasons other than retirement, including frustration with bureaucracy and inadequate training. While there are a number of reasons why teachers leave the field (Billingsley, 1993; Billingsley, Pyecha, Smith-Davis, Murray, and Hendricks, 1995; Brownell and Smith, 1992), one of the greatest appears to be stress and burnout (Banks and Necho, 1990; Frank and McKenzie, 1993; Cross and Billingsley, 1994; Greer and Greer, 1992). Colley and Yovanoff (1994) identified problems leading to special education teacher attrition. These included multiple/competing demands, shrinking resources, stress, lack of administrative support.

It would appear, then, that to address the current and potential teacher shortages we must develop strategies to reduce the premature attrition of teachers. One way we can accomplish this is to assist beginning teachers in being more successful. Although the problems of beginning teachers have been discussed by many writers for a long time (Smith, 1950; Wey, 1951) little has changed concerning the nature of those problems. Fuller's (1969) noted that beginning teachers move through developmental phases, beginning with simple survival to a phase characterized by concern about the impact teaching has on students. Fuller's study has been replicated through many studies (Sitter and Lanier, 1982; Leithwood, 1990; Rutherford and Hall, 1990).

Sitter and Lanier (1982) expanded on Fuller's findings by reporting that teachers did move through similar stages of concern, however, they did so in very individualized ways. The ways in which beginning teachers experience various stages of development may be dependent on previous experience and how well the beginning teacher is supported. Rutherford and Hall (1990) also added to Fuller's (1969) study when they found that practicing teachers may take up to five years to move through these stages of concern.

Beginning teachers encounter many harsh realities during their first years of teaching and are often forced into situations where they are required to masquerade themselves as experts (Wildmann & Niles, 1989). Cogan (1973) observed that part of what occurs in difficult teaching situations is a regression to safe and more familiar behaviors and attitudes. Veenman (1984) found that students become increasingly idealistic, progressive, or liberal in their attitudes toward education during their preservice training and then shift to opposing and more traditional, conservative, or custodial views as they move into the beginning years of teaching. Veenman's research also found 70% of beginning teachers make concessions in the use of a democratic teaching.

Educational systems are built around invalid assumptions about entry into the profession

(Hurley, 1989). These assumptions include: 1) that a preservice preparation program equips teachers with the kind of knowledge and skills to be instantly effective; 2) that it is permissible for beginning teachers to "learn to teach" in the unsupervised environment of their first classroom; 3) that teacher training begins with a university program and ends with certification; 4) large group inservice can provide assistance to teachers struggling with unique problems; and 5) the structured assessment of teachers can, in and of itself, insure quality teaching.

Wildman and Niles (1989) found that beginning teaching assignments are negatively impacted by the educational system when novices are given essentially the same responsibilities as veterans. Furthermore, beginning teachers are given some of the most difficult teaching assignments. Odell (1990) reported that beginning teachers are often assigned low ability and disruptive students. Generally, veteran teachers are allowed to request and receive the most attractive teaching assignments (Willis & Aver, 1988). A better understanding of the difficulties faced by beginning teachers and better attention to those difficulties may go a long way in retaining beginning teachers in the profession. At the same time, increasing our knowledge of the skills that make beginning teachers successful and better preparation of preservice teachers in those skills can also help to reduce the attrition of new teachers.

There is certainly far from universal agreement about what constitutes effective teaching (Neff and Weimer, 1990). Yet, attention to certain teacher characteristics may help to identify factors which help them to be successful (Oser, Dick, and Patry, 1992). Findley (1995) identified ten critical characteristics of quality teaching. These included:

1. Demonstrate Knowledge of the Subject;
2. Plan and Organize Instruction Effectively;
3. Identify With Students as Learners;
4. Balance Student-Centeredness with Content Learning;

5. Communicate Effectively;
6. Use Appropriate Support Materials;
7. Motivate Students to Learn;
8. Reduce Classroom Problems;
9. Use Questions Appropriately; and
10. Listen Effectively.

Better preparation and support in these and other effective teacher characteristics is essential to effectively addressing the critical teacher shortage.

Background of Current Study

The purpose of this study was to better clarify teacher characteristics and training that appear to be important for success in various types of school districts. Since school district personnel officials are closely involved in the employment and, sometimes, in the induction of beginning teachers, this study focused on their perceptions of the characteristics and training they believe help to make beginning teachers successful. It was anticipated that this information can be used to provide more effective academic advisement, career counseling, and preservice preparation for prospective teachers, thus increasing their chances for success as they begin their teaching career.

Prior to initiating the study a number of discussions took place among the investigators regarding the characteristics of successful teachers and how college and universities might be able to use that information to better prepare teacher education graduates to be successful in their first teaching experience. It was decided that we would collect information from school personnel officials regarding the characteristics they look for in prospective teachers and the kind of characteristics they perceive as leading to success in a teaching job in their district.

Considerable discussions took place, as well as extensive reading, regarding characteristics

identified as contributing to the success of teachers. Based upon these activities a questionnaire was developed to obtain the perceptions of the importance of various types of characteristics to the importance of new teachers.

The original data instrument was piloted with a group of 40 school personnel officials. Based upon this pilot extensive revisions were made to the instrument and it was distributed to approximately 350 school personnel officials in Texas and 137 school personnel officials in Tennessee. The instrument included items on characteristics related to student interaction, group interaction, personal qualities, and areas of professional training. Participants were asked to rank items in terms of importance. Items on the instrument were determined from the literature and also through the pilot study.

Districts in Texas were randomly selected and were stratified based on the following categories:

Charter Schools (5, 1.4%)

Independent Town (26, 7.4%)

Major Suburban (21, 6.0%)

Major Urban (3, .9%)

Non-Major Fast Growing (43, 12.3%)

Non-Metro Stable (71, 20.2)

Other Central City Suburban (29, 8.3)

Other Central City (11, 3.1)

Rural (142, 40.5)

These categories are established and defined by the Texas Education Agency and the percentages used in the sample correspond to the percentages represented in the total population of school districts in Texas.

Districts in Tennessee were stratified mainly on student population and consisted of the

following categories:

0-1,999 Students

2,000-4,999 Students

5,000-9,999 Students

10,000-44,900 Students

45,000 Students or more

Approximately 236 instruments were returned from Texas school officials and 106 from Tennessee. There are four categories of responses regarding teacher characteristics that will be discussed here. Those are: Personal Characteristics, Student Characteristics, Group Characteristics, and Preparation Characteristics (Training Areas).

Results

Personal Characteristics

As can be seen in Tables Two and Four, Enthusiasm was the overwhelming choice of school personnel in both Texas and Tennessee as the most desired personal characteristics for beginning teachers. Table Two illustrates the fact that it was also the first choice of districts in seven of the district categories in Texas. Table Two does not have Enthusiasm ranked first because when rankings for all five of the respondents' choices are added Self-Discipline received more total choices, although it was ranked fourth in respondents' first choice (see Table One).

In Tennessee, Enthusiasm was by far the most desired personal characteristic of beginning teachers by respondents. It was ranked number one overall and by districts in every category except one where it was ranked second (see Tables Four and Five).

Student Interaction

Empathy was deemed the most important Student Interaction characteristic for teachers in Texas with Child Centeredness running a rather distant second among all districts with several

of the district categories ranking it last among this group of characteristics. This is borne out in both Tables One and Two, as well as Table Three, although Motivation was chosen by the most respondents as their number one desired characteristic of beginning teachers in Texas (see Table One).

As in Texas, Motivation was also highly desired as a Student Interaction characteristic of teachers in Tennessee, but being Child Centered was also ranked very high by school personnel officials in that state. Overall, respondents in Tennessee evidently believe that beginning teachers should have the ability to motivate and inspire and should be child centered. Surprisingly, though, in Tennessee, Empathy was ranked at the bottom of this particular group of characteristics.

Group Interaction

While both Teamanship and Cooperation were more often chosen as the first Group Interaction characteristic desired by respondents in various categories of districts in Texas, Flexibility received more total votes as one of respondents' five choices. Interpersonal skills were also seen as important. Curiously, Service, although ranked second after Teamanship as the characteristic chosen first most often (Table One), did not fair well overall, ending up last (Table Two). Tennessee school personnel officials consistently ranked Interpersonal Skills and Teamanship as the most desired characteristics. On the other hand, a willingness to serve was not ranked high by any respondents, coming up last by total respondents and by respondents in four of the five district categories in Tennessee.

Preparation Characteristics

As illustrated by Tables Six through Ten, there were several strong trends among respondents in regard to desired preparation characteristics of beginning teachers. Perceptions of the importance of other training areas was not as definite or as consistent.

In Texas Content Area, Behavior Management, and Child Development were far and

away the most desired areas for beginning teachers' expertise, with one of the these three coming out first depending on how the data are grouped as evidenced by Tables Six, Seven, Eight and Nine. At the same time, the areas of Counseling, Ethics/Law, and Lesson Plans were ranked consistently low by respondents in Texas and Tennessee. The relatively low ranking of counseling is somewhat curious indicating that perhaps personnel officials to not see that as an important aspect of the teacher's job. Respondents appear to be fairly ambivalent about working with parents, another curious result, sometimes ranking it fairly high, sometimes fairly low. It was also surprising that, in both states, technology was ranked low, indicating that it is given a low priority in schools. This may be a reflection of the level of integration and use of technology in schools rather than of its perceived importance.

In both states the areas of diversity and collaboration are seen as only moderately important. They are not perceived as being nearly as important as an understanding of child development, behavior management, or content areas, but they are perceived as being important preparation areas for beginning teachers.

Discussion

The analysis of these data are purely preliminary and further analysis and careful contemplation and reflection is necessary to identify possible trends and propose further interpretation. In addition, more rigorous and comprehensive studies need to be undertaken to explore the implications of these findings and their impact on the success of first year teachers. However, some general observations can be made.

It is evident that, as perceived by school personnel officials, there are certain characteristics that can increase the success of new teachers. Teachers who are enthusiastic and self-disciplined are in great demand. Being child-centered and able to motivate students also appear to be important characteristics for beginning teachers, as are consistency and empathy. Teacher

education programs may be well advised to look for these characteristics when recruiting and admitting individuals into teacher education. For those who appear to be low in these areas, sharing this information with students and designing means of helping students to acquire these characteristics would be helpful to their future success as teachers.

In the same way, teamanship, a willingness to serve, cooperativeness, good interpersonal skills and flexibility are also seen as characteristics of successful teachers. These are areas that would lend themselves very well to enhancement through carefully developed activities and experiences in the teacher education program. Likewise, also, assertiveness and creativity are important characteristics that should be examined in the context of the teacher education program. There are a number of ways that teacher educators can plan activities and experiences to assist prospective teachers in becoming more adept in these areas. For those prospective teachers who still do not exhibit these characteristics sufficiently, teacher education programs may want to team with career services offices to explore ways of assisting students in addressing these characteristics through workshops, simulations, and mentoring.

The teacher preparation characteristics also have important implications for teacher education programs. Insuring that prospective teachers are well-grounded in their subject areas would certainly reflect many of the public perceptions regarding the preparation of teachers and is consistent with the emphasis being placed by many states on teacher competency. Teacher education programs will want, also, to insure that teachers have good skills in behavior management as many school personnel officials have correctly identified this as an area which sinks many a beginning teacher.

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Desired Characteristics of First Year Teachers	Aggregate of All Districts						Texas		
First Choice	**Total**	**NM-Stable**	**Rural**	**NMFastGrow**	**Urban**	**Central City**	**Other Suburb.**	**Maj.Suburb**	**Independent**
Personal									
Enthusiasm	55.80%	47.36%	53.68%	64.00%	100.00%	57.14%	35.17%	61.11%	50.00%
Assertiveness	24.90%	3.50%	2.10%	8.00%		0.00%	3.57%	5.55%	
Creativity	11.60%	8.77%	4.21%	4.00%		14.29%	3.57%	11.11%	
Self-discipline	5.60%	15.79%	14.74%	12.00%		28.57%	17.86%	11.11%	31.25%
Good Grooming	1.30%	1.75%	4.21%			0.00%	3.57%	5.55%	6.25%
Organization	0.40%	14.03%	13.68%	12.00%		0.00%	25.00%		12.50%
Student Interaction									
Empathy	6.50%	5.26%	5.26%	7.70%		14.29%	14.28%	9.52%	6.67%
Consistency	12.10%	22.80%	29.47%	30.76%		0.00%	25.00%	9.52%	26.67%
Child Centered	31.00%	43.86%	25.26%	26.90%	100.00%	71.43%	46.42%	61.90%	46.67%
Motivation	50.00%	26.31%	40.00%	34.61%		14.29%	14.28%	19.04%	20.00%
Group Interaction									
Flexibility	13.00%	14.81%	15.97%	12.00%		14.29%	10.71%	11.11%	13.33%
Interpersonal Skills	16.50%	7.40%	26.32%	32.00%		28.57%	28.57%	44.44%	33.33%
Coopertiveness	18.60%	25.92%	15.79%	16.00%		14.29%	7.14%	5.55%	20.00%
Teamanship	29.40%	20.37%	29.47%	16.00%	100.00%	28.57%	21.43%	33.33%	26.67%
Service	22.10%	20.37%	12.63%	24.00%		14.29%	21.43%	5.55%	6.67%
TOTAL	99.60%								
Second Choice	**Total**	**NM-Stable**	**Rural**	**NMFastGrow**	**Urban**	**Central City**	**Other Suburb.**	**Maj.Suburb**	**Independent**
Personal									
Enthusiasm	5.70%	31.48%	28.09%	12.00%		28.57%	40.90%	27.78%	40.00%
Assertiveness	5.70%	5.55%	7.86%	4.00%		0.00%	4.54%	5.55%	
Creativity	16.60%	18.52%	22.47%	28.00%		28.57%	22.72%	27.78%	20.00%
Self-discipline	21.80%	31.48%	19.31%	24.00%		14.29%	18.18%	22.22%	33.33%
Good Grooming	32.30%	1.85%	2.24%	8.00%		28.57%	0.00%	5.55%	
Organization	15.70%	9.26%	17.98%	20.00%	100.00%	0.00%	9.09%	11.11%	6.67%
Student Interaction									
Empathy	26.20%	7.40%	9.89%	23.07%		14.29%	20.00%	27.78%	
Consistency	29.60%	31.48%	35.16%	26.90%		14.29%	25.00%	16.67%	26.67%
Child Centered	28.30%	14.81%	21.98%	11.53%	100.00%	28.57%	20.00%	22.22%	20.00%
Motivation	15.50%	44.44%	30.77%	38.46%		42.86%	35.00%	27.78%	53.33%
Group Interaction									
Flexibility	32.00%	14.81%	7.86%	20.00%		14.29%	25.00%	11.11%	6.67%
Interpersonal Skills	15.20%	7.40%	17.98%	11.53%	100.00%	57.14%	10.00%	22.22%	6.67%
Coopertiveness	18.20%	25.92%	35.96%	36.00%		14.29%	35.00%	27.78%	33.33%
Teamanship	17.70%	20.37%	22.47%	16.00%		0.00%	20.00%	33.33%	26.67%
Service	16.90%	20.37%	15.73%	16.00%		14.29%	10.00%	5.55%	26.67%
TOTAL	26.20%								
Third Choice	**Total**	**NM-Stable**	**Rural**	**NMFastGrow**	**Urban**	**Central City**	**Other Suburb.**	**Maj.Suburb**	**Independent**
Personal									
Enthusiasm	5.70%	11.11%	0.00%	20.00%		0.00%	13.63%	11.11%	6.67%
Assertiveness	21.70%	14.81%	28.57%	12.00%		28.57%	4.54%		13.33%
Creativity	19.60%	13.96%	14.29%	24.00%		14.29%	31.82%	33.33%	13.13%
Self-discipline	23.00%	11.11%	28.57%	20.00%	100.00%	28.57%	13.63%	44.44%	20.00%
Good Grooming	13.90%	5.55%	0.00%	4.00%		0.00%	13.63%		
Organization	14.30%	38.89%	28.57%	16.00%		28.57%	22.72%	11.11%	46.67%
Student Interaction									
Empathy	35.90%	29.62%	14.29%	30.76%		14.29%	10.00%	16.67%	46.67%
Consistency	22.10%	29.62%	71.43%	23.07%	100.00%	71.43%	50.00%	38.89%	20.00%
Child Centered	19.90%	14.81%	0.00%	26.90%		0.00%	10.00%	5.50%	13.33%
Motivation	21.60%	20.37%	14.29%	19.23%		14.29%	30.00%	33.33%	13.33%
Group Interaction									
Flexibility	19.50%	20.37%	14.29%	16.67%	100.00%	14.29%	5.00%	33.33%	20.00%
Interpersonal Skills	32.10%	11.11%	0.00%	20.83%		0.00%	25.00%	16.67%	13.33%
Coopertiveness	20.70%	14.81%	57.14%	29.17%		57.14%	25.00%	16.67%	26.67%
Teamanship	20.70%	27.77%	14.29%	16.67%		14.29%	30.00%	22.22%	6.67%
Service	7.80%	22.22%	14.29%	16.67%		14.29%	15.00%	11.11%	26.67%

TABLE ONE

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	Ranking of Characteristics by District Category				(Texas)				
				Personal Characteristics					
Rank	**ALL**	**Non-Metro**		**Non-Metro**			**Major**	**Other**	**Independent**
	DISTRICTS	**Stable**	**Rural**	**Fast-Growing**	**Urban**	**Central City**	**Suburban**	**Suburban**	**Town**
1	Self-discipline(71.8)	Enthusiasm(93.7)	Enthusiasm(85.1)	Enthusiasm(100)	Enthusiasm	Self-Discipline(100.6)	Enthusiasm(100)	Enthusiasm(94)	Enthusiasm(103.2)
2	Enthusiasm(70.7)	Organization(80.7)	Self-Discipline(81.4)	Self-Discipline(80)	Organization	Enthusiasm(85.7)	Self-Discipline(94.4)	Creativity(88.5)	Self-Discipline(97.9)
3	Good-Grooming(62.3)	Creativity(70.9)	Organization(78.0)	Organization(80)	Self-Discipline	Creativity(71.4)	Creativity(88.9)	Self-Discipline(75.8)	Organization(72.5)
4	Assertiveness(54.4)	Self-Discipline(69.5)	Assertivenss(61.6)	Creativity(60)	Assertiveness	Assertiveness(57.1)	Good Grooming(73.3)	Organization(69.9)	Assertiveness(46.3)
5	Organization(52.5)	Assertiveness(42.4)	Creativity(61.1)	Assertiveness(56)		Organization((42.9)	Organization(55.6)	Assertiveness(22.2)	Creativity(46.4)
6	Creativity(49.6)	Good Grooming(25.9)	Good Grooming(23.1)	Good Grooming(16)		Good Grooming(28.6)	Assertiveness(30)	Good Grooming(21.5)	Good Grooming (32.9)
				Student Interaction					
	ALL	**Non-Metro**		**Non-Metro**			**Major**	**Other**	**Independent**
	DISTRICTS	**Stable**	**Rural**	**Fast-Growing**	**Urban**	**Central City**	**Suburban**	**Suburban**	**Town**
1	Empathy(118.2)	Consistency(98.7)	Consistency(145.9)	Motivation(103.9)	Child-Centered	Empathy(100)	Empathy(98.4)	Empathy(104.3)	Consistency(100)
2	Child-Centered(99.9)	Empathy(97.8)	Motivation(93.8)	Empathy(99.9)	Consistency	Consistency(100)	Consistency(98.4)	Motivation(104.3)	Child-Centered(100.1)
3	Motivation(97.4)	Motivation(96.7	Empathy(84.4)	Consistency(99.8)	Empathy	Motivation(100)	Motivation(96.8)	Consistency(100)	Empathy(93.3)
4	Consistency(83.2)	Child-Centered(95.7)	Child-Centered(73.6)	Child-Centered(96.1)	Motivation	Child-Centered(100)	Child-Centered(99.9)	Child-Centered(91.4)	Motivation(93.3)
				Group Interaction					
	ALL	**Non-Metro**		**Non-Metro**		**Central City**	**Major**	**Other**	**Independent**
	DISTRICTS	**Stable**	**Rural**	**Fast-Growing**	**Urban**		**Suburban**	**Suburban**	**Town**
1	Flexibility(93.2)	Cooperativeness(92.6)	Cooperativeness(130.9)	Cooperativeness(93.2)	Teamanship	Interpersonal(114.3)	Teamanship(100)	Teamanship(81.4)	Interpersonal(100)
2	Teamanship(85.7)	Teamanship(88.9)	Teamanship(83.7)	Interpersonal(84.4)	Interpersonal	Cooperativeness(85.7)	Cooperativeness(94.4)	Cooperativeness(77.1)	Cooperativness(93.3)
3	Interpersonal(81.3)	Flexibility(83.3)	Flexibility(66.1)	Flexibility(80.1)	Flexibility	Flexibility(85.7)	Interpersonal(94.4)	Flexibility(75.7)	Teamanship(73.3)
4	Cooperativeness(81.2)	Service(68.5)	Service(60.1)	Teamanship(76.7)	Cooperativeness	Teamanship(71.4)	Flexibility(72.2)	Interpersonal(73.6)	Service(66.7)
5	Service(58.9)	Interpersonal(40.7)	Interpersonal(59.4)	Service(60.1)	Service	Service(42.9)	Service(38.9)	Service(61.4)	Flexibility(53.3)

TABLE TWO

Ranking of Characteristics by District Category (Texas)

Personal Characteristics

Rank	ALL DISTRICTS	Non-Metro Stable	Rural	Non-Metro Fast-Growing	Urban	Central City	Major Suburban	Other Suburban	Independent Town
1	Self-discipline(71.8)	Enthusiasm(93.7)	Enthusiasm(85.1)	Enthusiasm(100)	Enthusiasm	Self-Discipline(100.6)	Enthusiasm(100)	Enthusiasm(94)	Enthusiasm(103.2)
2	Enthusiasm(70.7)	Organization(80.7)	Self-Discipline(81.4)	Self-Discipline(80)	Organization	Enthusiasm(85.7)	Self-Discipline(94.4)	Creativity(88.5)	Self-Discipline(97.9)
3	Good-Grooming(62.3)	Creativity(70.9)	Organization(78.0)	Organization(80)	Self-Discipline	Creativity(71.4)	Creativity(88.9)	Self-Discipline(75.8)	Organization(72.5)
4	Assertiveness(54.4)	Self-Discipline(69.5)	Assertivenss(61.6)	Creativity(60)	Assertiveness	Assertiveness(57.1)	Good Grooming(73.3)	Organization(69.9)	Assertiveness(46.3)
5	Organization(52.5)	Assertiveness(42.4)	Creativity(61.1)	Assertiveness(56)		Organization((42.9)	Organization(55.6)	Assertiveness(22.2)	Creativity(46.4)
6	Creativity(49.6)	Good Grooming(25.9)	Good Grooming(23.1)	Good Grooming(16)		Good Grooming(28.6)	Assertiveness(30)	Good Grooming(21.5)	Good Grooming (32.9)

Student Interaction

	ALL DISTRICTS	Non-Metro Stable	Rural	Non-Metro Fast-Growing	Urban	Central City	Major Suburban	Other Suburban	Independent Town
1	Empathy(118.2)	Consistency(98.7)	Consistency(145.9)	Motivation(103.9)	Child-Centered	Empathy(100)	Empathy(98.4)	Empathy(104.3)	Consistency(100)
2	Child-Centered(99.9)	Empathy(97.8)	Motivation(93.8)	Empathy(99.9)	Consistency	Consistency(100)	Consistency(98.4)	Motivation(104.3)	Child-Centered(100.1)
3	Motivation(97.4)	Motivation(96.7	Empathy(84.4)	Consistency(99.8)	Empathy	Motivation(100)	Motivation(96.8)	Consistency(100)	Empathy(93.3)
4	Consistency(83.2)	Child-Centered(95.7)	Child-Centered(73.6)	Child-Centered(96.1)	Motivation	Child-Centered(100)	Child-Centered(99.9)	Child-Centered(91.4)	Motivation(93.3)

Group Interaction

	ALL DISTRICTS	Non-Metro Stable	Rural	Non-Metro Fast-Growing	Urban	Central City	Major Suburban	Other Suburban	Independent Town
1	Flexibility(93.2)	Cooperativeness(92.6)	Cooperativeness(130.9)	Cooperativeness(93.2)	Teamanship	Interpersonal(114.3)	Teamanship(100)	Teamanship(81.4)	Interpersonal(100)
2	Teamanship(85.7)	Teamanship(88.9)	Teamanship(83.7)	Interpersonal(84.4)	Interpersonal	Cooperativeness(85.7)	Cooperativeness(94.4)	Cooperativeness(77.1)	Cooperativness(93.3)
3	Interpersonal(81.3)	Flexibility(83.3)	Flexibility(66.1)	Flexibility(80.1)	Flexibility	Flexibility(85.7)	Interpersonal(94.4)	Flexibility(75.7)	Teamanship(73.3)
4	Cooperativeness(81.2)	Service(68.5)	Service(60.1)	Teamanship(76.7)	Cooperativeness	Teamanship(71.4)	Flexibility(72.2)	Interpersonal(73.6)	Service(66.7)
5	Service(58.9)	Interpersonal(40.7)	Interpersonal(59.4)	Service(60.1)	Service	Service(42.9)	Service(38.9)	Service(61.4)	Flexibility(53.3)

TABLE THREE

Desired Characteristics of Teachers
Comparisons of Rankings by District Category (Tennessee)

		Personal Characteristics			
TOTAL		**2,000-**	**5,000-**	**10,000**	
	0-1,999	**4,900**	**9,999**	**-44,900**	**>45,000**
Enthusiasm(58)	Enthusiasm(77)	Enthusiasm(58)	Enthusiasm(48)	Enthusiasm(45)	Organization(67)
Self-discipline(32)	Self-Discipline(31)	Self-Discipline(34)	Self-Discipline(32)	Organization(33)	Enthusiasm(40)
Organization(31)	Organization(30)	Organization(31)	Organization(29)	Self-Discipline(31)	Self-Discipline(24)
Creativity(28)	Assertiveness(27)	Creativity(30)	Creativity(29)	Creativity(31)	Creativity(25)
Assertiveness(23)	Creativity(27)	Assertiveness(21)	Assertiveness(23)	Good Grooming(23)	Assertiveness(21)
Good Grooming (20)	Good Grooming(20)	Good Grooming(21)	Good Grooming(21)	Assertiveness(23)	Good Grooming(17)
		Student Interaction			
Motivation(49)	Motivation(50)	Motivation(54)	Consistency(49)	Child Centered(90)	Motivation(57)
Child Centered(45)	Child Centered(41)	Child Centered(48)	Motivation(42)	Motivation(43)	Child Centered(40)
Consistency(37)	Consistency(34)	Empathy(36)	Child Centered(39)	Consistency(32)	Consistency(36)
Empathy(34)	Empathy(33)	Consistency(36)	Empathy(37)	Empathy(29)	Empathy(25)
		Group Interaction			
Interpersonal(43)	Teamanship(42)	Interpersonal(49)	Interpersonal(42)	Interpersonal(50)	Cooperativeness(36)
Teamanship(40)	Interpersonal(39)	Teamanship(40)	Teamanship(39)	Cooperativeness(39)	Service(44)
Cooperativeness(36)	Cooperativeness(38)	Cooperativeness(35)	Cooperativeness(34)	Teamanship(33)	Teamanship(44)
Flexibility(30)	Service(28)	Flexibility(33)	Flexibility(31)	Flexibility(27)	Interpersonal(31)
Service(28)	Flexibility(28)	Service(26)	Service(29)	Service(26)	Flexibility(22)

Numbers above each column refers to student population of school districts in that category.

TABLE FOUR

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A Comparison of Rankings of Teacher Characteristics by District Category
Tennessee

	TOTAL	0-1,999	2,000 4,999	5,000 9,.999	10,000 44,900	>45,000
			Personal Characteristics			
Enthusiasm	1	1	1	1	1	2
Self-Discipline	2	2	2	2	3	3
Organization	3	3	3	3	2	1
Creativity	4	5	4	4	4	4
Assertiveness	5	4	5	5	6	5
Good Grooming	6	6	6	6	5	6
			Student Interaction			
Motivation	1	1	1	2	2	1
Child Centered	2	2	2	3	3	2
Consistency	3	3	4	1	3	3
Empathy	4	4	3	4	4	4
			Group Interaction			
Interpersonal Skills	1	2	1	1	1	4
Teamanship	2	1	2	2	3	3
Cooperativeness	3	3	3	3	2	1
Flexibility	4	5	4	4	4	5
Service	5	4	5	5	5	2

TABLE FIVE

Desired Training Areas of First Year Teachers	Aggregate of All Districts						Texas		
First Choice	**Total**	**NonMetro Stable**	**Rural**	**NonMetro Fast Grow.**	**Urban**	**Central City**	**Other Suburban**	**Major Suburban**	**Independent Town**
Child Development	19.1								
Diversity	6.4	18.5	13.3	28.0		28.6	22.7	33.3	23
Content Areas	4.8	9.2	7.8	0.0		14.3	4.5	5.6	7.7
Behavior Management	20.8	31.4	50	36.0		28.6	40.9	55.6	46.2
Collaboration	3.8	18.5	20	20.0	100	28.7	27.3	22.2	23
Technology	4.2	5.6	4.4	4.0			9.1		7.7
Ethics/Law	4.2	5.6	5.6	4.0					0
Counseling	1.3	3.7	3.3	4.0			9.1		0
Lesson Plans	1.7	1.9	2.2	0.0				5.6	0
Working with Parents	2.5	3.7	2.2	0.0					0
Second Choice		1.9	2.2	4.0			13.6		0
Child Development	17.8	22.2	15.6	12.0	100	14.3	31.8	15.8	15.4
Diversity	10.2	11.1	6.7	4.0		28.6	4.5	33.3	7.7
Content Areas	17.8	24.1	15.6	20.0		28.6	13.6	5.6	23
Behavior Management	25.4	22.2	32.2	28.0		14.3	13.6	38.9	46.2
Collaboration	5.9	5.6	5.6	8.0		14.3		5.6	0
Technology	5.5	5.6	4.4	8.0			13.6		7.7
Ethics/Law	2.1	1.9	3.3	0.0				5.6	0
Counseling	0.8	0.0		0.0			9.1		7.7
Lesson Plans	2.1	0.0	3.3	4.0		14.3	9.1	5.6	0
Working with Parents	10.2	7.2	12.2	16.0			13.6	5.6	0
Third Choice									
Child Development	17.8	11.1	22.2	8.0		14.3	13.6	22.2	30.8
Diversity	5.5	7.4	2.2	4.0			13.6	11.1	15.4
Content Areas	11	7.4	8.9	12.0	100		9.1	21.1	7.7
Behavior Management	21.2	27.8	20	16.0		42.9	18.2	16.7	15.4
Collaboration	13.6	11.1	15.6	20.0		14.3	4.5	16.7	0
Technology	5.9	5.6	5.6	16.0			4.5		0
Ethics/Law	3.4	3.7	2.2	4.0				5.6	7.7
Counseling	1.7	3.7	3.3	0.0					7.7
Lesson Plans	6.4	11.1	3.3	0.0		14.3	9.1		7.7
Working with Parents	12.7	11.1	15.6	20.0			18.2	5.6	7.7
Fourth Choice									
Child Development	12.3	11.1	12.2	16.0		28.6	4.5	11.1	15.4
Diversity	10.6	5.6	8.9	12.0		28.6	9.1	5.6	0
Content Areas	7.6	5.6	10	0.0		14.3	9.1	11.1	15.4
Behavior Management	11	9.3	11.1	20.0			13.6	5.6	15.4
Collaboration	11.4	16.7	5.6	16.0			27.3	5.6	23
Technology	11.4	18.5	12.2	12.0			9.1	11.1	7.7
Ethics/Law	6.4	5.6	4.4	8.0		14.3	18.2	11.1	0
Counseling	3.8	9.3	2.2	0.0					15.4
Lesson Plans	5.9	0.0	7.8	4.0	100		4.5	15.8	7.7
Working with Parents	16.9	16.7	24.4	12.0		28.7		22.2	0
Fifth Choice									
Child Development	12.3	18.9	8.0		14.3	4.5	5.6	0	0
Diversity	11.9	13.3	20.0		28.6	9.1	11.11	30.8	30.8
Content Areas	9.7	7.8	16.0		14.3	13.6	5.6	7.7	7.7
Behavior Management	7.2	5.6	8.0		14.3	13.6	11.1	7.7	7.7
Collaboration	11.4	14.4	16.0	100	14.3	27.3	36.8	7.7	7.7
Technology	8.5	6.7	12.0			9.1	5.6	30.8	30.8
Ethics/Law	5.1	5.6	0.0			4.5	5.6	0	0
Counseling	5.9	4.4	12.0				5.6	0	0
Lesson Plans	8.5	8.9	4.0		28.7		5.6	0	0
Working with Parents	10.2	12.2	4.0			13.6	5.6	15.4	15.4

TABLE SIX

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Desired Training Areas of First Year Teacher: A Comparison of Rankings by District Category							Texas	
RANK	ALL DISTRICTS	Non-Metro Stable	Rural	Non-Metro Fast-Growing	Urban	Major Suburban	Other Suburban	Independent Town
1	Behavior Management (85.6)	Behavior Management(96.3)	Behavior Management(88.9)	Collaboration(84)	Behaqvior Management(100)	Behavior Management(100.2)	Content Areas(99)	Behavior Management(107.7)
2	Child Development (79.3)	Collaboration(66.3)	Collaboration(62.8)	Child Development(72)	Child Development(100)	Child Development(100.1)	Behavior Management(94.5)	Content Areas(100)
3	Working with Parents (52.5)	Child Development(63.3)	Working with Parents(58.4)	Behavior Management(68)	Content Areas(100)	Diversity(100.1)	Child Development(88)	Child Development(84.6)
4	Content Areas (50.01)	Diversity(55.9)	Content Areas(58.3)	Diversity(64)	Lesson Plans(100)	Content Areas(85.8)	Diversity(66.61)	Diversity(61.6)
5	Diversity (44.6)	Content Areas(54.1)	Diversity(51.1)	Working with Parents(48)	Collaboration(100)	Lesson Plans(57.3)	Collaboration(64.7)	Collaboration(38.4)
6	Technology (39.5)	Working with Parents(43.7)	Child Development(49.3)	Ethics/Law(40)	Ethics/Law(0)	Collaboration(52.2)	Working with Parents(38.8)	Technology(46.2)
7	Collaboration (38)	Technology(36.3)	Technology(28.6)	Content Areas(20)	Working with Parents(0)	Working with Parents(42.2)	Ethics/Law(27.9)	Counseling(30.8)
8	Lesson Plans (24.6)	Ethics/Law(22.4)	Counseling(20.8)	Counseling(16)	Diversity(0)	Ethics/Law(14.3)	Lesson Plans(27)	Working with Parents(23.1)
9	Ethics/Law (14.86)	Lesson Plans(22)	Lesson Plans(20.6)	Technology(13.2)	Technology(0)	Technology(0)	Technology(0)	Lesson Plans(15.4)
10	Counseling (13.5)	Counseling(21.1)	Ethics/Law(15.5)	Lesson Plans(8)	Counseling(0)	Counseling(0)	Counseling(11.2)	Ethics/Law(7.7)

TABLE SEVEN

BEST COPY AVAILABLE

Desired Training of Teachers					
Comparisons of Rankings by District Category			(Tennessee)		
TOTAL		2,000-	5,000-	10,000	
	0-1,999	4,900	9,999	-44,900	>45,000
Content Areas(39)	Content Areas(50)	Content Areas(37)	Content Areas(37)	Child Development(38)	Content Areas(40)
Behavior Management(36)	Behavior Management(38)	Behavior Management(37)	Behavior Management(34)	Behavior Management(30)	Child Development(29)
Child Development(28)	Child Development(25)	Child Development(28)	Child Development(32)	Content Areas(26)	Behavior Management(29)
Working with Parents(20)	Working with Parents(19)	Working with Parents(22)	Working with Parents(20)	Diversity(21)	Diversity(27)
Diversity(18)	Lesson Plans(18)	Diversity(19)	Collaboration(20)	Lesson Plans(18)	Lesson Plans(17)
Collaboration(18)	Collaboration(18)	Collaboration(18)	Diversity(16)	Working with Parents(16)	Working with Parents(16)
Technology(16)	Diversity(18)	Technology(18)	Counseling(15)	Technology(16)	Collaboration(13)
Counseling(14)	Technology(17)	Lesson Plans(17)	Lesson Plans(15)	Collaboration(16)	Technology(13)
Ethics/Law(13)	Counseling(13)	Counseling(15)	Law/Ethics(14)	Counseling(13)	Law/Ethics(13)
Lesson Plans(0)	Law/Ethics(12)	Law/Ethics(13)	Technology(14)	Law/Ethics(12)	Counseling(11)
Numbers above each column refers to student population of school districts in					
that category.					
TABLE EIGHT					

Desired Training of Teachers					
Comparisons of Rankings by District Category			(Tennessee)		
TOTAL		2,000-	5,000-	10,000	
	0-1,999	4,900	9,999	-44,900	>45,000
Content Areas(39)	Content Areas(50)	Content Areas(37)	Content Areas(37)	Child Development(38)	Content Areas(40)
Behavior Management(36)	Behavior Management(38)	Behavior Management(37)	Behavior Management(34)	Behavior Management(30)	Child Development(29)
Child Development(28)	Child Development(25)	Child Development(28)	Child Development(32)	Content Areas(26)	Behavior Management(29)
Working with Parents(20)	Working with Parents(19)	Working with Parents(22)	Working with Parents(20)	Diversity(21)	Diversity(27)
Diversity(18)	Lesson Plans(18)	Diversity(19)	Collaboration(20)	Lesson Plans(18)	Lesson Plans(17)
Collaboration(18)	Collaboration(18)	Collaboration(18)	Diversity(16)	Working with Parents(16)	Working with Parents(16)
Technology(16)	Diversity(18)	Technology(18)	Counseling(15)	Technology(16)	Collaboration(13)
Counseling(14)	Technology(17)	Lesson Plans(17)	Lesson Plans(15)	Collaboration(16)	Technology(13)
Ethics/Law(13)	Counseling(13)	Counseling(15)	Law/Ethics(14)	Counseling(13)	Law/Ethics(13)
Lesson Plans(0)	Law/Ethics(12)	Law/Ethics(13)	Technology(14)	Law/Ethics(12)	Counseling(11)
Numbers above each column refers to student population of school districts in					
that category.					
TABLE EIGHT					

A Comparison of Rankings for Training Areas			(Tennessee)		
Training Areas			**Rankings**		
TOTAL	**0-1,999**	**2,000-4,900**	**5,000-9,999**	**10,000-44,900**	**>45,000**
Content Areas(39)	1	1	1	1	2
Behavior Management(36)	2	2	2	2	2
Child Development(28)	3	3	3	3	1
Working with Parents(20)	4	4	4	4	6
Diversity(18)	5	7	5	6	4
Collaboration(18)	6	6	6	5	7
Technology(16)	7	8	7	10	8
Counseling(14)	8	9	9	7	9
Ethics/Law(13)	9	10	10	9	10
Lesson Plans(0)	10	5	8	8	5

TABLE NINE

A Comparison of Rankings for Training Areas (Tennessee)

Training Areas	TOTAL	Rankings				
		0-1,999	2,000-4,900	5,000-9,999	10,000-44,900	>45,000
Content Areas(39)	1	1	1	1	2	1
Behavior Management(36)	2	2	2	2	2	3
Child Development(28)	3	3	3	3	1	2
Working with Parents(20)	4	4	4	4	6	6
Diversity(18)	5	7	5	6	4	4
Collaboration(18)	6	6	6	5	7	8
Technology(16)	7	8	7	10	8	8
Counseling(14)	8	9	9	7	9	10
Ethics/Law(13)	9	10	10	9	10	9
Lesson Plans(0)	10	5	8	8	5	5

TABLE TEN